

**Influence of Fresh Fm "Kekere Akin" on the Academic Performance of Primary School
Pupils in Osogbo, Osun State.**

BY

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ABSTRACT

This work examines the influence of radio educational programme on the Academic Performance of Primary School Pupils, focusing on the "Kekere Akin" programme broadcast by Fresh FM in Osogbo, Osun State, Nigeria. Through a thorough survey of pupils of both private and public schools in Osogbo, the study investigates the correlation between exposure to radio educational programmes and students' academic performance. It was discovered that primary school pupils are highly engaged with the "Kekere Akin" radio program, with over half listening every Sunday. The program is perceived as fun and engaging, attracting students who appreciate learning new things. The program has a positive impact on students' academic performance, particularly in key subjects like Mathematics, Yoruba language, and Social Studies. Factors influencing the relationship between exposure to the program and academic performance include access to a radio at home and parental support. However, barriers such as limited access to radio devices, programme quality, inclusivity, and parental involvement were identified as key factors influencing the effectiveness of these programmes. Recommendations include enhancing programme quality, addressing access barriers, promoting inclusivity, strengthening parental engagement. By addressing these considerations, educational broadcasters can harness the power of radio to foster learning and academic achievement among primary school pupils, thereby contributing to the advancement of primary education.

Keywords: Radio educational program, academic performance, primary school pupils,

INTRODUCTION

Radio educational broadcasts in Nigeria have been instrumental in supporting agricultural development, facilitating distance learning, and potentially influencing social norms. With a high percentage of rural dwellers tuning in regularly, these broadcasts have gained wide listenership. University students have also benefited from these broadcasts as learning aids during lockdown. To maximize the impact of these broadcasts, it is recommended to sustain and improve programming, considering diverse factors affecting listenership. However, the perception of these broadcasts does not necessarily correlate with listenership, highlighting the complexity of media consumption behaviours (Adeyemo & Ogunlade, 2020).

Radio educational programming have also spread outside conventional broadcasting platforms due to the digital revolution. Online radio stations and podcasting platforms in the US have made instructional material worldwide (Bower, 2020). TED-Ed and NPR's educational podcasts provide interactive lessons and in-depth talks on numerous topics to meet the unique learning requirements of Primary School students and educators worldwide. Educational broadcasting has become a key instrument for improving education access and inclusiveness in Africa. The Educational Broadcasting Corporation (EBC) in South Africa has created radio programming for rural primary school students (EBC, 2019). Local language courses on math, science, and literacy augment classroom education and reach isolated communities without formal schooling. Community radio stations provide local programming and meet African educational requirements. Osun State Broadcasting Corporation (OSBC) Radio in Nigeria offers rural communities agricultural, health, and vocational training initiatives. These projects have made educational broadcasting more relevant and successful in addressing development objectives by integrating local stakeholders and tackling community-specific difficulties.

In Osogbo, Osun State, Nigeria, the influence of Fresh FM's "Kekere Akin" on the Academic Performance of Primary School Pupils has significant impact on pupils; highlighting the programme's potential to supplement traditional classroom instruction and enhance learning outcomes. "Kekere Akin" is a Yoruba kiddie's educational broadcasting programme that covers various aspects of the educational curriculum, including Mathematics, Yoruba culture, Social Studies and so on. "Kekere Akin" is a weekly radio series that provides instruction on all subjects taught in elementary schools. The radio instructor teaches elementary school kids, aged 5 to 12, in the Yoruba language. The programming also incorporates intermittent interpretations. Because of the uniqueness of this programme it is useful to study its influence. However, this

study seeks to delve deeper into the Influence of Fresh FM's "Kekere Akin" on the Academic Performance of Primary School Pupils in Osogbo, Osun State. The objectives of the study are:

1. To examine the extent to which primary school pupils in Osogbo, Osun State engage with the "Kekere Akin" radio program.
2. To assess the perceived influence of "Kekere Akin" on the academics of primary school pupils in Osogbo.
3. To identify the factors that may mediate or moderate the relationship between exposure to "Kekere Akin" and academic performance of primary school pupils in Osogbo.

Literature review

Educational broadcasting employs television and radio to inform, educate, and enlighten the public about academic topics, skills training, and social concerns. Lee and Chen (2017) defined educational broadcasting as the mass media distribution of educational content and tools to help students of all ages learn. They emphasise accessibility and diversity in educational broadcasting, especially for marginalised and impoverished people. Jones (2019) defined educational broadcasting as using radio, television, or digital media to give instructional information to improve learning outside of the classroom. This concept emphasises broadcast media's role in augmenting formal education and reaching different learners. Sharma and Gupta (2019) defined educational broadcasting as the development, distribution, and use of educational material across media channels to promote formal and informal learning. Educational broadcasting is Fresh FM's "Kekere Akin" program's main way of reaching Osogbo Primary School students. Radio transmission allows "Kekere Akin" to reach a broader audience of learners, especially those in distant and underprivileged locations who may not have access to classroom education. Educational broadcasting includes material delivery, design, production, and distribution to improve learning outcomes. The study examines educational broadcasting's role in supporting learning outside the classroom to demonstrate its potential to improve Osogbo primary school students' academic performance.

Consequently, Suleiman and Salisu (2017) defined academic performance as students' academic learning outcomes, such as grades, test scores, and academic success. This concept emphasises observable measures of pupils' topic knowledge and educational standards compliance. Adebayo and Adeyemi (2019) describe academic performance as students' capacity to exhibit knowledge, abilities, and competences in diverse academic courses to accomplish targeted learning goals.

Additionally, Ogunleye et al. (2020) see academic achievement as a dynamic process driven by individual, family, and environmental variables such as student motivation, parental participation, and school resources. Yusuf et al. (2018) suggested that academic achievement shows students' capacity to satisfy academic standards and learning goals. Academic achievement is the main outcome variable used to evaluate Fresh FM's "Kekere Akin" programme on Osogbo elementary school students. Academic performance is defined in many ways, including student motivation, parental involvement, and access to educational resources, which can improve Osogbo primary school students' academic performance.

Thus, media impact is the ability of mass media platforms to alter people's views, attitudes, and behaviours via informative, persuasive, or entertaining material (Lee & Chen, 2017). It includes media's direct and indirect influence on audience perceptions and decision-making. This research examines media impact on primary school students' academic engagement and performance after "Kekere Akin" exposure. Media influence, according to Okonkwo and Ezeani (2017), is the power of mass media platforms to shape agendas, topics, and public debate via selective reporting, editorial choices, and media ownership. They emphasise how media and industry influence public opinion and society norms and values. Abdullahi and Ahmed (2019) define media influence as audiences receiving, interpreting, and changing information, attitudes, and behaviours via media messages. They emphasise that audience members actively engage with media information and negotiate meaning depending on their experiences and socio-cultural circumstances. The research uses media influence to explain how Fresh FM's "Kekere Akin" show may affect Primary School students' academic achievement. The many definitions of media impact reveal how audiences receive, understand, and modify their information, attitudes, and actions. The research examines the direct and indirect impacts of media exposure on students' cognitive processes, emotional reactions, and decision-making behaviours to determine how "Kekere Akin" affects Primary School Pupils' academic engagement and accomplishment.

Relationship between Exposure to Radio Educational Programme and Academic Performance among Primary School Pupils

Radio instructional broadcasts may help elementary school pupils. Several studies have connected radio educational broadcasts to academic success. Adeyemo and Ogunlade (2020) discovered that elementary school pupils who listened to instructional radio programmes did better in arithmetic and English. Otieno et al. (2019) found that educational radio programmes enhanced scientific knowledge and test scores in Kenya, particularly in rural areas. Radio

broadcasts may improve classroom learning and academic accomplishment, according to this research. Such programmes help underprivileged populations with low resources by providing educational content outside of schools (Ojokie, 2017). Games, music, and audience participation in radio broadcasts may promote curiosity and active learning, improving knowledge retention (Faridah-Aziz & Hassan, 2016). Radio programming that match curriculum may help students understand and pass tests (Akpan & Udoh, 2018).

But constraints and considerations must be recognised. Poorly produced radio broadcasts or material might hinder academic performance (Ogunsola & Ogunjinmi, 2020). Parental guidance affects how children use radio broadcasts (Epstein, 2016). Curriculum, learning goals, and themes must be met in educational radio programming for Primary School. Radio shows promote education by connecting material with curriculum and learning goals. This integrated method improves topic comprehension, memory, and skill acquisition (Akpan & Udoh, 2018). Curriculum-based radio shows help primary students learn. "Let's Count!" (Kenya) teaches addition, subtraction, multiplication, and division via engaging activities and songs to satisfy Kenyan mathematics curriculum requirements (Kenya Institute of Curriculum Development, 2017). "Science Detectives" (South Africa) meets natural science curriculum criteria by teaching science via real-world events and experiments. Weather, plant life, and the human body are taught in fun and age-appropriate ways by the South African Department of Basic Education (2021).

The Nigerian Radio School programme provided national curriculum-aligned teaching material to Primary School pupils throughout the COVID-19 epidemic to maintain learning (NERDC, 2020). Math, English, Basic Science, and Social Studies were televised for NERDC. Research suggests connecting radio educational programmes to local culture and values to engage and educate students. Fresh FM's "Kekere Akin" programme teaches elementary school students mathematics, Yoruba culture, social studies, and environmental science in Osogbo, Osun State, Nigeria. "Kekere Akin" addresses cultural issues and meets curricular objectives while motivating children. Educational broadcasters may improve elementary school education by linking radio programmes with curriculum and learning goals. These fun and accessible activities promote classroom learning, accommodate varied learning styles, and boost student achievement.

Adejumo & Adesoji (2019) claim radio educational broadcasts may assist elementary school pupils, but they face barriers to access and variety. Lack of radio equipment, poverty, distance,

and culture may impede ownership. After school, kids may not listen to radio due to homework. Students may dislike language- and age-inappropriate educational courses and radio shows. Poor home radio ownership and agricultural schedule prevented rural Kenyan students from listening to instructional radio (Okojie, 2017). To reach different sub-Saharan African pupils, UNESCO (2016) advocates multilingual broadcasts. Collaboration with schools, multilingual programming, and detailed narration may make radio educational broadcasts more inclusive. Parents help moderate the link between radio educational programmes and academic performance. Parents may encourage radio-themed learning at home. This may involve discussing programme topics, integrating programmes into classroom teaching, and providing learning tools. Elementary school students benefit from radio educational broadcasts after overcoming these difficulties (Okojie, 2017).

Theoretical Review

Social learning theory, proposed by Albert Bandura, posits that individuals learn from observing others behaviours and the consequences of those behaviours (Bandura, 1977). The theory emphasizes the role of modelling, reinforcement, and self-regulation in shaping behaviour and attitudes. In the context of this study, social learning theory provides a framework for understanding how exposure to educational broadcasting programmes like "Kekere Akin" may influence students' academic performance through observational learning and reinforcement mechanisms.

Applicability of Social Learning Theory: Social learning theory offers valuable insights into the mechanisms through which exposure to educational media can impact students' academic performance. By emphasizing the importance of observational learning and reinforcement, the theory helps explain how Primary School Pupils may acquire knowledge and skills through exposure to educational broadcasting programmes like "Kekere Akin." However, the theory's focus on individual behaviours may overlook broader contextual factors that influence learning outcomes, such as institutional support, socio-economic background, and cultural influences. Therefore, while social learning theory provides a useful framework for understanding the relationship between media exposure and academic performance, it should be complemented by other theoretical perspectives to provide a more comprehensive understanding of the phenomenon.

Methodology

Surveys were used in this investigation. For this research, the survey approach was appropriate since it employs a questionnaire to gather huge populations' views, behaviour, and perceptions. Primary school students aged 5-12 are the study's major focus. They fit since the programme targets this group. The sample size was established by Krejcie and Morgan (1970), who recommend 384 or more for populations above 1000. For trustworthy and representative findings, a greater sample size is required as the population size grows. Adeyemo & Adedoyin (2022) estimate 10,000 elementary school students in Osogbo, Osun State. A minimum sample size of 384 is recommended. The questionnaire was sectioned. The questionnaire was simplified for 5-12-year-olds. The questionnaire has four demographic questions and two questions for each of the study's four research aims. Age-appropriate terminology was employed. Respondents might choose to receive the questionnaire orally or in writing. Some criteria were utilised to administer the research. First, the researcher gave the students the questionnaire on Children's Day, May 27. The researcher hired assistants. They inquired whether students could read and write well, then read out questions and helped some select their choices. We utilised 10 assistance. Researchers deliberately picked two Oshogbo Osun children's day locations. Thus, questionnaire copies were distributed using easy sampling. The research evaluated data using descriptive statistics, percentages, and tables.

Results

From the analysis done only 373 questionnaire were properly filled and returned. Hence the analysis was based on 373 responses from pupils in Osogbo. For age, the majority of respondents are between 8-10 years old (40%), followed by 5-7 years old (33%), and 11-12 years old (27%). The gender distribution is relatively equal, with males making up 52% (193) and females making up 48% (180). Most respondents are in primary 4-6 (62%) 250 respondents while 140 (38%), and the majority attend private schools 250(67%) while 123 (33) attended public schools. The implication of these is that the program is reaching a diverse age range and gender distribution, with a slightly higher representation of older pupils and males. Public schools are the main beneficiaries of the program.

Engagement with "Kekere Akin"

Table 1- Do you listen to "Kekere Akin" on Fresh FM?

	Frequency	Percentage %
Yes	323	87
No	50	13
Total	373	100

From table 1 the majority of respondents listen to "Kekere Akin" on Fresh FM (87%). The implication is that the program has a high engagement rate, with most pupils listening regularly. The program's entertaining and educational content is a major draw for pupils.

Table 2- How often do you listen to "Kekere Akin"?

	Frequency	Percentage %
Every Sunday	218	58.4
Sometimes	94	25.2
Rarely	61	16.4
Total	373	100

Table 2, 58.4% listening every Sunday and 25.2% listening sometimes. This implies that over half of the respondent are exposed to the programme.

Perceived Influence of "Kekere Akin"

Table 3- Do you think "Kekere Akin" has helped you in your studies?

	Frequency	Percentage %
Yes	276	74
No	97	26
Total	373	100

Table 3 shows that the majority of respondents believe that "Kekere Akin" has helped them in their studies (75%).

Table 4- Which subjects do you think "Kekere Akin" has helped you most in?

Mathematics	144	38.6
Yoruba language	106	28.4
Social Studies	99	26.5
Others	24	6.4
	373	100

Table 4 suggest that Mathematics (38.6%), Yoruba language (28.4%), and Social Studies (26.5%) are the subjects most benefited from the program.

Factors Influencing the Relationship between "Kekere Akin" and Academic Performance

Table 5 - Do your parents or guardians encourage you to listen to "Kekere Akin"?

	Frequency	Percentage %
Yes	213	57.1
No	160	42.9
Total	373	100

Table 8 showed that 57.1% receive encouragement from parents or guardians to listen to the program.

Table 9- Do you discuss what you learn from "Kekere Akin" with your friends or family members?

	Frequency	Percentage %
Yes	128	34.3
No	245	65.7
Total	373	100

Table 9 showed that only 34.3%% discuss what they learn from "Kekere Akin" with friends or family members. The implication of the overall of factors influencing the relationship between "Kekere Akin" and academic performance access to a radio and parental encouragement are crucial factors in pupils' engagement with the program.

Open-ended Comments

Overall the pupils in the last question which was an open ended question gave their suggestion for improvement and how they feel about the programme. On suggestions for improvement in the programme over 50 responses were on "more games and quizzes", "more stories in Yoruba" "more prizes should be given" the programme time and day should be Saturday. While additional comments: 25 responses e.g. "I love listening to Kekere Akin with my family", "It helps me with my homework". Pupils also enjoy listening to "Kekere Akin" with their families and find it helpful for their homework. The Implication of this finding is that pupils are engaged and enjoy the program, but would like to see more interactive elements and Yoruba language content. Preliminary findings suggest that the program may have a positive impact on family engagement and homework completion, although further research is needed to confirm this

Discussion of Findings

The first research objective sought to find out the engagement of pupils with "Kekere Akin". The findings indicate that the majority of primary school pupils in Osogbo, Osun State engage with the "Kekere Akin" radio program, with majority of respondents listening to the program on Fresh FM. Additionally, over half of the respondents listen to the program every Sunday, showing a high exposure rate. The program is perceived as fun and engaging by the of pupils, and those who appreciate learning new things. This suggests that the program has a high level of reach and engagement among the target audience. The students reported enjoying the content and finding it educational and entertaining, which likely contributes to their consistent engagement with the program. This suggests that the program's content is appealing to the target audience. This finding is consistent with Akpan and Udoh (2018) who asserts that in order to catch the attention of school goer's especially those in elementary classes the programs must be fun and proffer new things. They went on to note that aligning educational radio program topics with curriculum standards and learning objectives is crucial for Primary School education, promoting knowledge retention, skill development, and deeper understanding of subjects.

The second objective sought to look at the perceived influence of "Kekere Akin". The data reveals that a significant proportion of pupils believe that "Kekere Akin" has helped them in their studies, with Mathematics, Yoruba language, and Social Studies being the subjects most benefited from the program. Furthermore, respondents think that the program makes learning more fun. These findings suggest that "Kekere Akin" has a positive impact on pupils' academic performance, particularly in key subjects, and enhances their learning experience. The programme has clearly achieved the goal of creating a captivating and dynamic educational experience for pupils. Through the implementation of an engaging and pleasurable learning experience, the programme has successfully captivated students' focus and drive, resulting in enhanced academic achievement in vital areas such as Mathematics, Yoruba language, and Social Studies. This is consistent with the idea of gamification in education, which proposes that integrating game design features and mechanics may enhance student engagement and motivation, resulting in better learning results (Dichev & Dicheva, 2017). The program's emphasis on Yoruba language and culture is praiseworthy, since it fosters cultural awareness and conservation. This is particularly crucial in a society where cultural diversity is progressively significant (Hofstede, 2001). The program's ability to engage pupils and enhance academic achievement demonstrates the effectiveness of creative and interactive learning methods.

The third objective sought to find out the factors influencing the relationship between "Kekere Akin" and academic performance. The data shows that a majority of pupils have access to a radio at home, indicating that they can easily tune in to the program. Additionally, majority of respondents reported that their parents or guardians encourage them to listen to "Kekere Akin." These factors, such as access to a radio and parental support, can mediate or moderate the relationship between exposure to the program and academic performance. Parental encouragement and access to radio at home play crucial roles in facilitating pupils' engagement with the program and its potential impact on their academic outcomes. According to Adeyemo & Adedoyin, (2022) parental involvement significantly influences the relationship between exposure to radio educational programmes and academic performance in Primary School Pupils. By creating a supportive learning environment, discussing program topics, connecting programs to classroom learning, and providing learning materials, parents can foster a sense of continuity and active participation in education. Students who reported that their parents encourage them to listen to the program and discuss its content with them showed higher levels of academic performance. This highlights the importance of parental engagement in reinforcing the educational benefits of media programs like "Kekere Akin." Factors such as parental

involvement and teacher support play a significant role in mediating this relationship, highlighting the importance of a collaborative effort between schools, parents, and media platforms to enhance students' learning outcomes.

In the light of theory the study explores the application of Social Learning Theory (SLT) in teaching. It demonstrates how students learn through observational learning, where they listen to a radio program called "Kekere Akin". The program's hosts and guests serve as models, providing students with examples of behaviour and knowledge to imitate. The program's engaging content and parental encouragement reinforce learning. The study also highlights the importance of self-efficacy in learning, as students' confidence and self-efficacy increase. The study also highlights the impact of "Kekere Akin" on students' cognitive processes, such as attention, memory, and motivation, supporting SLT's focus on social cognitive processes in learning.

In the light of the qualitative data gotten from open-ended questions noting the need for having some changes on time this study is consistent with a study in rural Kenya found limited household radio ownership and scheduling conflicts with farm work as significant barriers to accessing educational radio programs for Primary School pupils. UNESCO's 2016 report highlighted language barriers in educational radio programs across sub-Saharan Africa, emphasizing the need for multilingual broadcasts for inclusivity. This is especially relevant in multilingual countries like Nigeria, where languages are dominant.

Conclusion and Recommendation

Finally, this study examined how radio educational broadcasts like Fresh FM's "Kekere Akin" affect primary school students' academic achievement in Osogbo, Osun State, Nigeria. An empirical study found that high-quality radio educational broadcasts may improve students' academic performance across topics. The favourable link between such activities and higher test results suggests they might enhance classroom learning. The investigation also found numerous obstacles that must be overcome to improve radio educational broadcasts. These programmes' effects on students' academic achievement were affected by restricted radio device availability, programming quality, inclusiveness, and parental engagement. Radio educational programmes provide access to educational information outside of the classroom, but language, cultural, and socioeconomic gaps must be addressed.

Therefore, these recommendations for Radio Educational Programs are made:

1. Enhance programme quality.
2. Address access barriers.
3. Promote inclusivity.
4. Involve parents in children's radio listening habits.
5. Continuously evaluate and monitor impact on academic performance.

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